

# CHILD WELFARE LEAGUE OF AMERICA, INC.

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## BULLETIN

OCTOBER, 1938

*There was a child went forth every day  
And the first object he looked upon, that object he became  
And that object became part of him for the day or a certain part of  
the day,  
Or for many years or stretching cycles of years.*

—WALT WHITMAN  
"Leaves of Grass"

### The Content of a Modern Children's Program

THERE is much disagreement, even among social workers, as to the content of a children's program. It is notorious, for example, that institutional care of children was kept without the pale for many years and in fact until recently.

As a contribution to discussion and for a better understanding of the great variety of service found in child welfare programs of various cities we publish herewith a brief statement of such services and believe that it will be welcomed.

This program in any area is complex and growing more and more so. It is, therefore, important that in the discussion of the relations of children's work to other community services the content of the program in a typical city of 100,000 or more people, or in a county with a similar population, be kept in mind. The most important services are as follows:

#### 1. Children's Aid Service

Of all the functions in the children's field the one that has been the longest identified with children's work is that of child placing. In its earliest and crudest forms, Overseers of the Poor placed "pauper" children in "pauper" families or indentured them to families who often wished them for the work they might obtain from them.

But in the course of time the element of case work came to be regarded as a part of the children's aid service, and by its means other and better plans have often been possible for the child, making placement away from home and family unnecessary.

This case work has had a large development and often includes extensive work with the child's family and relatives. It also frequently involves medical

and dental care, mental hygiene services, legal advice, custody and other related services.

But work of this type with families belongs to children's aid service only when the original presumption included the need of a home other than his own home. Where such a case work program exists it aims to help determine whether the child is in need of care either in an institution or in a foster family. If his need is for foster family care, the present day placement program requires that he be inserted into a family home that meets his individual needs and places him in surroundings and among associates who will provide safety for his body and stimulus for his mind.

This is a far cry from the original conception of child placement. Much of this work requires special skills not found in any other form of social service.

A further development of the children's aid service is the method of making placement service available to parents, relatives and friends, all or part of the cost being carried by them. By this means skilled service, previously available only to the dependent or neglected, becomes a service available to those who nominally would not be known to a social agency and this provides help to the whole community. By this means even the independent boarding home often can be integrated into the community's child placing program to render more constructive service to the child and the family.

#### 2. Protective Work

Historically, protective work was the first type of children's service to develop a definite program. The grosser forms absorbed the interest of its leaders for

many years and the service became on that account largely punitive rather than preventive. These last types of work were neglected so long by S.P.C.C.'s and Humane Societies that these services were taken over in many instances by new agencies created for the purpose, such as Juvenile Protective Associations, Girls' Service Leagues, Big Brother and Big Sister groups.

It is not difficult to delimit the fields of family work and children's work if the latter includes nothing but child placing, but in most communities the field of children's protective work has not yet been clearly defined. Child neglect is the most common basis for service in this field. This is, however, in its various forms so common that all agencies rendering service to families or children deal with various phases of neglect. Children's aid societies, family welfare societies, children's institutions of all types are constantly dealing with some form of neglect, mostly that which does not require court action or the special skills which are required in more complicated and grosser forms. The distinctive children's program in child protection begins, therefore, where special skills and special knowledge are required for obtaining good results.

Much of this work has been left to Juvenile Courts in the country as a whole and one would suppose that this was the natural organization to undertake it. Unfortunately most Juvenile Court workers have more pressing problems on their hands, namely, work with delinquents. This generally absorbs all the time and energies, even of the most efficient Court staffs, and the cases of neglected children are apt to be either hastily or tardily taken up. Unfortunately few staffs of the Juvenile Courts, large or small, have had training in social work or in law, so that common sense and the methods of trial and error must suffice.

But even when a case problem in serious child neglect has sometimes been given prompt attention in the Court, it is apt to have come at a stage where the family life is broken and where children must be provided with new homes. These cases come too late to the Court and inevitably the punitive side is emphasized. The work needs to be done in its preventive stages and by a public or private children's organization whose staff has been trained in social work and law to accomplish results with its protective skills. Effective child protection in its complicated forms, with a preventive approach, has not yet been developed in many parts of the country, and it is, therefore, not to be wondered at that social workers and social agencies which have dealt with these problems in haphazard fashion have found many

public officials and courts critical of social work because of slipshod methods in child protection.

### 3. *Improvement of Community Conditions for the Protection of Children*

This specialized service in child protection involves the discovery and the elimination of demoralizing environmental and recreational centers and conditions affecting children and the development of wholesome substitutes.

By means of careful investigation of the cases of neglect and delinquency the location of conditions are discovered that lead dozens if not hundreds of children into delinquency and crime. In some of the larger cities a beginning has been made by the Departments of Police to discover and root out these conditions. In most cities, however, this work is still left to private and public agencies other than the police.

### 4. *Institutional Care of Children*

This form of service has been and perhaps is still the most extensive type of care for children who need to be provided for away from their own homes. Yet social workers in both the children's and the family field have until recently given but slight attention to the institution. They falsely drew a line between case work and institutional care instead of urging that the institution be so organized as to make it a part of the case work process. Not until the White House Conference of 1930 did institutional work for children get public recognition from the general run of social workers.

At present the largest progress and most change in any field of children's work are in the integration of case work into the plans for individualizing children and for remodeling the program and service of institutions. Children's workers with skill and tact are now successfully helping to develop institutions to meet new needs instead of urging that the institutional service be discontinued.

Schools of Social Work have provided but little training thus far in equipping children's workers for meeting the needs of institutional care, even though there are upwards of 1500 institutions for dependent and neglected children alone.

### 5. *Maternity Homes*

The maternity home presents itself to the community as a social agency. It claims its service for the care of the unmarried mother and child is superior to

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## Specialized Instruction in a Study Home for Children

MISS REMA G. KLEIN

Teacher, Children's Aid Society, Cleveland, Ohio

(The Children's Aid Society of Cleveland provides study-home care for problem children. As part of the program they are attempting, in a specialized school provided by the Board of Education, to do an intensive instructive piece of work for a group of these children. As rapidly as possible the children are returned to the regular school system from this specialized school where they are receiving practically individualized tutoring.)

**B**EING the teacher of the Children's Aid Society School may not be appealing to many people, but to me it is one of the most fascinating occupations to be had. This school can hardly be called routine type, because something unusual happens every few minutes. A child may suddenly talk out, walk about, annoy a neighbor, or disturb the room in some fashion. The Children's Aid Society School is not an ordinary school. It is part of the special school system of the Board of Education. The only subjects taught are arithmetic, reading, spelling, and writing. If a child shows greater ability, he may take history, geography and language. This is because most of our children think they have been overworked in school. By stressing fewer subjects of greater importance there have been much success and fewer complaints. Also in our school we have every grade, every size, and every quality. The group is so mixed that no one can feel out of place.

The school has two main purposes. One is to "even" children in a grade, the other to improve and segregate behavior problems. Before a child enters the school he is given various achievement tests to learn his correct grade placement. If he has fallen behind in any one of the three R's, he is given intense work in the particular subjects.

In most of these cases the boys and girls have been placed with children who advanced more rapidly than they had. As they slowly fell farther and farther behind in their work they lost their desire to continue trying. After a time they gave up completely, shirked their new work, forgot what they had learned before, and found themselves in a seemingly hopeless situation. We encourage these children, we praise them for the little they do, and as a result they work doubly hard and accomplish a great deal more, since their willingness is fifty percent of the battle.

For example, we have a boy by the name of James, whose reading was equal to the 10th grade, his arithmetic was equal to the 3rd. He was given several

diagnostic tests in arithmetic to find his difficulty. Upon learning his basic trouble we began intense work, drilling constantly, until this was completely overcome. From then on he progressed rapidly.

Then there is the boy John, whose reading was equal to the 1st grade although he was 12 years old. He had been placed in a 4th grade at his former school, but, of course, was getting along so poorly that, eventually, it caused his exclusion. He read alone to me, therefore eliminating any competition or feeling of inferiority that might have been caused had other children been present. John progressed quickly. Although he still has some difficulty he is no longer afraid of reading, and will select books to read silently in the departments. Previously, John would have submitted himself to any kind of torture before he would read a book.

Among the little children we have harder problems. An eight-year-old, who has attended school for two or three years without having learned anything, is the greatest problem of all. Not having accomplished any learning in school, this youngster has acquired a distinct hate for the school and teachers who have kept him confined three and a half to four hours a day. He would much prefer being outdoors playing, for school is an interruption in his daily life. The attitudes of these children must be changed. They must learn to appreciate and take part in a school life. We try to help them in various ways. First, we find the child's greatest pleasures and abilities. Then we construct the school work about it. The child, not realizing, starts learning. After he is once in the habit, he is quite content and will continue learning at his own speed. One youngster, named Ronny, at seven and a half had been excluded from three schools because of his behavior. After having spent two and a half years there, he had learned very little. He was a child who wanted a great deal of attention from the teacher. Breaking all rules I gave him all the attention he wanted. Before very long he was learning to read and was so happy about his success that he didn't demand attention and was one of the most likable youngsters in the room.

Then there is the case of the well-mannered, extremely polite and helpful youngster. Tom was 13 years old in the 6th grade. He could read very well

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## BULLETIN

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C. C. CARSTENS, Editor

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## The Proper Treatment of Delinquent Children

THE reason that this subject is so important is because delinquency easily becomes a habit among children, and as they grow older they are recruited in considerable numbers into adult crime. There is, therefore, great need that all agencies dealing with children, as far as their programs allow, shall direct their efforts toward the reduction of juvenile delinquency, and best of all toward its prevention.

When a child is brought before the juvenile court for a first appearance there is a crisis in his life. If handled wisely, he may never have to appear again. If the offense is overemphasized or is made light of, there is danger that the opposite may be true. It is, therefore, essential that at this first appearance steps should be taken for a careful analysis of the various influences that are affecting his life and have led to the trouble, and the way that may be found for their elimination.

Those working with dependent, neglected and delinquent children are increasingly impressed with the slight differences that exist between these different groups. The dependent or neglected child might easily have been called delinquent if he had been caught in certain derelictions. The difference in conduct and attitude between the garden variety of children and delinquents is in many cases so slight that one is led to suspect that if the judge did not have a definition of delinquency to fall back on he could not always discriminate between the two groups.

There is also an increasing conviction on the part of children's workers that the segregation of delinquents from other groups in itself is in danger of leading to more delinquency. It is important, therefore, that delinquency shall be considered as merely one of the child welfare problems and that various treat-

ment remedies and procedures should be tried which have been of value in the solution of other child welfare problems.

Perhaps the training schools for delinquent boys and girls should broaden their equipment. They should use boarding homes for the early delinquent, with or without a brief period in the training school. They should equip themselves with well-trained social workers for a more thoroughgoing analysis of the children's heredity and social backgrounds whenever the courts have not already provided it.

This does not lead us to forget that some delinquents have progressed so far that ordinary procedures, applicable to most children's problems, will not apply, but we are also convinced that if there is to be segregation there should be more of it in order that there may be fewer cross infections in our training schools.

—C. C. CARSTENS

## Specialized Instruction in a Study Home for Children

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and was liked by all his teachers. When he was tested at Children's Aid Society, we found his arithmetic equal to 4th grade. Early in his school life he discovered that he disliked arithmetic, and it is our conclusion that he thought by pleasing the teachers generally he would get away without doing any work in that subject. He tried to do the same thing with me. I praised him for his ability to read and for his excellent manners while I outlined to him his work at the Children's Aid Society. The boy was aghast when he learned that a good part of the day would be spent doing arithmetic. For the next few days he applied the same tactics at the Children's Aid Society that he had used elsewhere. I talked to him after school of the fifth day and told him I knew he was attempting to bluff his way through again. The child was startled and insulted at one time. Then suddenly realizing someone else knew what he had been doing he broke down in a fit of weeping and promised to do his work from that day forth—and he did with noticeable success.

Overcoming a behavior problem is often more difficult than overcoming a learning problem. You will find almost universally that children who have fallen behind in their work are older than the other children in their grade level. Since they are older, in most instances they are larger. Size is an important factor

in a child's life. Recently, when a new boy entered the room, he walked up to me and without any previous introduction said, "My name is Bud. Guess how old I am?" The boy was 11 but he looked 15. When a child is bigger than any other child in a room, he grows to believe that he is thought dull by the other children because they live under the false illusion that a certain age requires a certain size and a certain grade. It doesn't take long for a feeling of inferiority to develop. If a child is truly dull, the problem is greater still. These children know they will not receive "Gold Stars" for learning but, because of their size, they will receive some recognition, and since it will not be for good work, it will be attention for bad behavior. A child takes a curious pride in being known as the toughest, the noisiest, the worst in a room. It is rather amusing to watch a child in the Children's Aid Society School when he realizes to his utter dismay that he is not an unusual size and that the other children have reputations equal to his own. Since almost everyone has a similar record, he is forced by circumstance to change his own because the noisiest attention seekers are pretty much ignored.

I remember when a little girl came in the room for the first time. She immediately informed and warned me that she had severe fainting and screaming spells in school. She said she screamed so loudly that she would disturb all the rooms in the school. I wasn't impressed because we have only one room with none others to be disturbed, so all I said was, "I'm sorry." The child looked at me rather peculiarly and went to her seat. Less than one-half hour later I was startled by a most blood-curdling scream. The child threw herself out of her seat and fell on the floor in a dead faint. Although the girl was in ill health this attack was considered entirely hysterical. Two minutes after the scream and the faint the girl was perfectly normal and well again. She seemed well pleased that she had demonstrated her trouble. Later she was very disappointed that I was not upset about it. These spells were repeated frequently at first and then stopped.

In general, these children are allowed complete freedom. If a child is hyperactive and is likely to walk around a good deal or move in and out of his seat, he is not stopped. After a while he settles down and remains in his seat almost always. If a child had acquired the ability to stage a temper tantrum to get out of the room so that he would not be obliged to do any work, after a time he forgets to have his tantrum and does his work instead. We ignore temper spells since they are common. One child seeing another having a temper spell will disapprove of the practice

and not have any himself. If a child has been in the habit of pinching, hitting, or kicking other children he awakens to the fact that this is an unwise practice. Our children are not squealers but they do fight back, the bigger ones taking the part of the littler ones when necessary. I do not encourage such practice, but it is a law of their own. Soon the offending child remembers not to offend. If a child is so unruly that the entire room is unable to work, he is removed from the room to another where he can do his work and we can do ours. When he decides that he can return and be a welcome member of our body, he is allowed to do so. This, too, has been a successful method. Children dislike being separated so completely from everyone and will resort to good behavior just so they will be with their friends—and their audience.

Much praise is given to the child for good behavior as well as learning. On the wall of our room is a chart which has at its top the words "Good Conduct." The children's names are listed beneath it. Each day the child receives a check after his name if he has behaved properly. If he is given praise for behaving once or twice and receives his checks for it, he is fairly likely to continue winning praise and checks for the obvious reasons.

The noisy child may be the one to attract your attention first, but we have another type of problem that is just as serious, if not more so. The withdrawn child is likely to withdraw more, day-dream more, continue to live in his world of imagination, happy in the fact someone else is in the limelight and you will probably not notice him in the confusion. In a case like this, we find the child's likes and build around them. Recently, we had a boy whose mother, to whom he had been greatly attached, had passed away. Jerry was a very unhappy child who spent his hours either reading fairy tales or day-dreaming. He was asked to tell orally some of the stories he had read. At first he refused and other children were called. They told their stories. Jerry listened. After several weeks and some coaxing he consented to tell a story. He lived his story as he told it. The other children listened with interest. They liked the way he told the story and he liked the comments of the children after class. On occasion they asked that Jerry be called to tell a story. Before long he was a volunteer for story hour. He liked the children because they liked him. He entered other school-room activities, became a good member of the group, and had little time for day-dreaming. His stories changed from fairy tales to boys' adventures.

Our story hour is an important part of our program. It serves three purposes: First, for the attention

seeking child it is good because he is given the center of the stage without any hindrance. Second, it brings out the withdrawn child. And third, and most important of all, all the children learn to speak English well—so that the story hour is indirectly a language lesson.

Another important part of our school is the good citizenship program. Stories with real life situations are told the children. From these stories the boys and girls form their own conclusions. They decide whether they would rather be the good boy or the bad boy as the case may be. At the end of the lesson the child carries away a profound belief in what is right rather than a lecture which is quickly forgotten. These are better lessons in good behavior than any lecture could ever be.

Not long ago we had a lesson on "Honesty." The children were greatly interested in the story because many of them had been known to have stolen at one time or another. At the end of the lesson the following question was asked, "Do you think the bad boy was happy or unhappy that he had been dishonest?" Every child in the room wanted to answer the question. Each was allowed, and it was not surprising to find that each one told how he had felt when he had been in a similar situation. They told in detail of their own experiences. This was truly a difficult task for most of them, since guilt had been connected with their thefts. The information the children gave me I turned over to the psychiatrist, who used it to the greatest advantage.

The school cooperates with the departments and the psychiatrists as much as it can. Information is exchanged frequently so that everyone working together can help solve a child's problem. In most cases these children want fair, consistent treatment. They have a good sense of justice. If you give to them, they'll give in return. In time these children learn their lessons because they know why they need to learn them and they behave because they know greater happiness is theirs if they do behave. Adjustment in school, if achieved, will erase hate, failure and truancy; and instead insure progress and valuable growth.

## League Directory Changes

**DISTRICT OF COLUMBIA**—Washington: Children's Protective Association. New address: 1907 S Street, N.W.

**ILLINOIS**—Chicago: Illinois Children's Home and Aid Society. Mr. Mabbett K. Reckord, Superintendent, succeeding Mr. C. V. Williams, deceased.

**MARYLAND**—Baltimore: Jewish Children's Society. Name of organization changed to: Jewish Family and Children's Bureau, 16 West Saratoga Street. Miss Edith L. Lauer, Executive Director.

**MISSOURI**—St. Louis: Board of Children's Guardians. Mr. W. O. Poole, Agent, succeeding Mr. John K. Rowland, resigned.

—St. Louis: Sommers Children's Bureau. Mrs. Viola O. Bisno, Director. (Formerly Miss Viola Oschrein.)

**NEW YORK**—New York: New York Child's Foster Home Service. New Address: 305-307 East 86th Street.

**OHIO**—Toledo: Child and Family Agency, Children's Bureau. Miss Dorothy L. Dewey, Secretary, succeeding Mrs. Millicent G. Sutter, resigned.

## News and Notes

### Child Labor Regulation No. 1

CHILD Labor Regulation No. 1, relating to certificates of age for employed children under the child-labor provisions of the Fair Labor Standards Act of 1938, which goes into operation on October 24, has been announced by Katharine F. Lenroot, Chief of the Children's Bureau of the United States Department of Labor. At the same time Miss Lenroot announced the designation of thirty-one states whose certificates of age will have the same force and effect as a Federal certificate for a period of six months. Within that period permanent plans for cooperation with the States for issuance of certificates of age will be developed.

Under the child-labor provisions of the Fair Labor Standards Act no producer, manufacturer, or dealer may ship across State lines any goods produced in an establishment in or about which, within thirty days prior to the removal of the goods, children under sixteen years of age have been employed. The Act provides that an employer is protected from unwitting violation of the Act as to any minor employee if he has obtained and has on file for such employee a certificate of age issued under the regulations of the Chief of the Children's Bureau showing that the minor is above sixteen years of age.

Child-Labor Regulation No. 1 as issued contains the definition of a certificate of age and describes the effect of such a certificate, the information which it must contain, the proof of age which must be submitted with an application for a certificate, and rules governing acceptance, suspension, or revocation of these certificates.

### National Council for Mothers and Babies

SINCE Miss Katharine F. Lenroot in January, 1938, called together a group of people in Washington to discuss the need for better care of mothers and babies, an organization has been formed called the National Council for Mothers and Babies, with Mrs. Elwood Street as chairman, Mrs. Nathan Straus, secretary, and Mrs. Gordon Wagenet as executive secretary in charge of the office at 927 Fifteenth Street, N.W., Washington, D. C.

Fifty-eight national organizations, including the Child Welfare League of America, are represented in its membership. Two meetings already have been held in March and October, and it is hoped there will be two meetings each year, with two conferences in



each state for the purpose of building up strength and enlightened public opinion regarding public health for mothers and babies throughout the nation.

## The Child

THE Child-Monthly News Summary of the Federal Children's Bureau for September carries an interesting article on Foster Home Care for Unmarried Mothers. Miss Maude Morlock has recently visited and discussed this type of care with the executives and staff of certain agencies where this method is in use. She presents interesting questions in regard to the program and its constructive values.

## Indiana State Conference

THE Indiana State Conference of Social Work is to hold its 47th annual session in Indianapolis, November 2-5. Early records indicate that Indiana was the first State to hold regular annual conferences on social work.

## The Content of a Modern Children's Program

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maternity wards of the general hospitals. For this reason it asks the support of the general public directly or through community chests.

Many and probably most of the maternity homes have, however, failed to develop constructive social programs for the unmarried mother, largely because the maternity home has been thought of primarily either as a medical agency or as a religious organization. Children's workers have paid but slight attention to the development of social programs in this field of children's work even though the close relationship that the maternity home has to child placing and to adoption makes it clearly a part of the children's program. Maternity homes should be drawn into closer contact with the other forms of children's work in the community's program.

### 6. Special Services to Unmarried Mothers

Child Welfare, Family Welfare and other agencies all render services in varying amounts to unmarried mothers in different communities.

The specialized services to the young unmarried mother, such as temporary or permanent placement, adoption, legal services for determination of paternity and special opportunities for vocational training, seem

to make this work a logical segment of the children's program. This is particularly true where placement of the child or of mother and child in the foster family home is involved.

### 7. Adoption

Adoption as a specialized form of placement requires special skills in the study of the child's heredity and potentialities, and the analysis of the values inherent in the foster home to meet the particular child's needs.

In view of the community's increasing demands for adoption, much of it without social service, the children's agencies have great responsibilities for the interpretation of the necessary safeguards and their practical application to the children involved.

### 8. Day Nursery Care

The service of providing day care for young children of working mothers is usually rendered by means of an institution, but frequently now it has foster day care either as a substitute or as a supplement. Here the skills of the children's worker come into play. The social service which should be connected with the Day Nursery has now also, where it exists, in increasing measure become the avenue for rendering service to the child's own family.

### 9. Other Children's Services

To this list could easily be added additional specialized children's services. In some communities part of the children's program may include visiting housekeeper service, big brother and big sister work, service to children with special physical or mental handicaps or with behavior problems, and case work service for other children's organizations.

Most of these services require special talents on the part of the workers and special training and experience. They are not merely different kinds of service that any trained and experienced children's worker can do.

Under these circumstances it is felt there is justification to maintain that the field of children's work, in a city or county of 100,000 persons or more, is so complicated and so in need of organization and simplification that at least in the non-sectarian field of service it would be more profitable to devote time and energy to the development of a coordinated program in the children's field than to consider combinations outside of the children's field merely because certain cases may produce some overlapping.

## Book Review

AMERICA ON RELIEF, by Marie Dresden Lane and Francis Steegmuller. Harcourt, Brace and Co., New York, 1938. 180 pages. \$2.00.

ANYONE who participated in the beginning stages of relief work can read this book with great appreciation and understanding. The early struggle to set up principles by which the need for relief was established; the conflict over budget deficiencies, establishing work relief under CWA—tearing it apart and replacing it with WPA—is set forth in sufficient detail for one to get a fairly accurate picture of the processes that went on.

Certain groups in the relief population were seriously affected by changing methods and policies, namely, transients for whom extensive plans were made only later to be abandoned along with public health programs; vast number of unemployed women retained on sewing projects at a high wage rate—a very expensive venture with a dead end outlook. Through projects for adult education, recreation, arts, many have been enabled to retain their skills and assisted back to normal employment. Youth—16 to 25—has been well served by the CCC and the National Youth Administration, but the authors wonder at the extreme selectivity of the youth program and question why the non-relief youth group should be ignored.

In discussing next steps the authors say: "The factor of decentralization (of relief) is one which merits discussion, for it has left its mark on the functioning of relief at every turn, and will have to be taken into consideration in any future public assistance planning. . . . This very lack of uniformity in relief standards is but one of the consequences of a decentralized relief administration—which is, however, the only kind of administration possible within the decentralized political system of our American democracy."

Self-help cooperatives are cited as one of the movements having considerable value in enabling clients to cross the bridge from relief to normal economy. The establishment of a Federal Commission patterned after the Royal Commission of England; changes in the work relief program and expansion of the Social Security Act to make possible grants in aid for direct relief, are some of the continuing measures advocated. In the authors' opinion, large numbers in the present and future population will be in need of permanent assistance.

—ERNEST H. COLE

## Observation as Training

(The following is an expression of the impressions resulting from a definite experiment in the exposure of a trained and experienced worker from a Midwestern State Department to the operations of the Henry Watson Children's Aid Society in Baltimore. The period of observation was for three months and this type of training was selected in preference to a formal course of study at a school).

FROM a Midwestern State Department to the Henry Watson Children's Aid Society is a big jump, and herein I shall endeavor to put down some of the impressions gained by this experience through an arrangement for educational leave. The purpose, of course, was to observe, absorb and experience some of the things happening in the field of child welfare in the East.

I left my State with no specific instructions and arrived to find no detailed plan of work; all of which meant that, as in all hurdles, intellectual and otherwise, responsibility was thrown upon one's self.

A simple premise to begin with would be that the child and his needs are a common denominator—East, West, or Midwest, public or private. Added to this, I discovered that there was increasing emphasis on the personality of the child who has needs. While I do not like to think that in the Middle West we have not been cognizant of the personalities of children, I must confess our awareness of them has not developed to the high degree it appears to have in the East. A generalization of this sort is dangerous. Thinking further one realizes that the Mental Hygiene Movement has been felt more in the East than in the Mississippi Valley.

Soon after my arrival I began to be disturbed and uncomfortable about the laws! Then through wise counsel I learned a second lesson: That the East seems to be governed more by common law than by statutory decree; and that there are differences in population and mores which must be taken into consideration.

Experiences began to pile up until at the present moment they seem a veritable bombardment, the combination of which includes a small amount of case work under supervision, child welfare conferences, institutes, case committees, agency cooperative meetings, record study, and individual conferences. Also, there were opportunities to meet and hear several persons of note in the field of child welfare.

Because of the intensiveness and variety of the experiences, it seems that meditation and retrospect should follow. Nevertheless, I would say that the combination of case work and observation was highly profitable. The warm welcome and the freedom in being allowed to fall into the ways and routine of the staff made the experience the richer.